

***Department of  
Career and Technical Education***

***Program Evaluation for Agriculture Education - Secondary***

Local Education Agency (LEA): \_\_\_\_\_  
Reporting\_Date: \_\_\_\_\_  
Completed\_By: \_\_\_\_\_  
Instructor: \_\_\_\_\_  
Administrator: \_\_\_\_\_

S = A Strength  
M = Meets Expectations  
I = Improvement Opportunity  
NA = Not Applicable

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**Standard One - Instructional Planning and Organization**

- 1) Is year-round instruction balanced between classroom & laboratory, experiential learning with a Supervised Agricultural Experience (SAE) and leadership and personal development through a Career and Technical Student Organization (FFA)? (Suggest reviewing instructional plan.)
- 2) Is instruction directed toward appropriate and clearly formulated objectives developed with input from stakeholders such as parents, community, business and industry and local administration? (Suggest reviewing curriculum and advisory committee minutes.)
- 3) Is a current Calendar of Units maintained and on file with the State Office in which the curriculum is organized logically and sequentially from introductory through advanced levels? (Suggest reviewing master teaching schedule and calendar of units.)
- 4) Is a well-defined grading system which includes grades for SAE and leadership development (FFA) in place and distributed to each student? (Suggest reviewing grading system.)
- 5) Does instruction reinforce the application of relevant and rigorous academic content in which the content is aligned with state standards and articulated with postsecondary institutions? (Suggest reviewing lesson plans/course outlines, state standards and articulation agreements.)
- 6) Has an approved program of study been identified for students to plan for and complete future course work leading to a career in Agriculture? (Suggest review of the program of study.)
- 7) Describe the program's strengths for instructional planning and organization:
- 8) Describe the program's improvement opportunities for instructional planning and organization:

**Standard Two - Instructional Materials Utilization**

- 1) Does the instructional program use a variety of current instructional materials, equipment, techniques, technology and community based resources? (Suggest reviewing resources.)
- 2) Are methods of teaching adapted to meet individual needs, interests and rates of learning and are instructional methods and resources inclusive and non-biased? (Suggest observing teaching methods.)
- 3) Is the classroom and laboratory equipment well maintained and are adequate consumable supplies provided? Does the program maintain a variety of up-to-date reference materials and instructional aides to enhance curriculum? (Suggest reviewing reference materials, instructional aids, supply budget and policies.)
- 4) Describe the program's strengths for instructional materials utilization:
- 5) Describe the program's improvement opportunities for instructional materials utilization:

**Standard Three - Instructional Personnel**

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- 1 ) Does the instructor participate in career and technical education conferences, professional development meetings or other types of training and is the teacher a member of related state and national professional education associations? (Suggest reviewing instructor's professional growth activities.)
- 2 ) Does the instructor hold the appropriate license or credential in his/her specific field and do they have a professional growth plan? (Suggest reviewing teaching license/credential and professional growth plan.)
- 3 ) Does the instructor foster the development of pre-service and beginning instructors, exhibit a positive professional attitude promoting the profession as a career opportunity and contribute to the technical and pedagogical knowledge base of the profession? (Suggest reviewing professional involvement.)
- 4 ) Is the instructor provided an extended contract to accommodate SAEF, curriculum development, CTSO activities and professional development? (Suggest reviewing instructor's contract and summer calendar.)
- 5 ) Describe the program's strengths for instructional personnel:
- 6 ) Describe the program's improvement opportunities for instructional personnel:

**Standard Four - Enrollment and Student-Teacher Ratio**

- 1 ) Are enrollment and class sizes in compliance with Department of Career and Technical Education guidelines? (Suggest reviewing program enrollment/class sizes.)
- 2 ) Are students and parents/guardians given, in writing, the program's goals and objectives and career opportunities prior to enrollment? (Suggest reviewing promotional materials.)
- 3 ) Are efforts made to articulate students to other educational programs according to their interests and abilities/aptitudes? (Suggest reviewing articulation plans/agreements.)
- 4 ) Are classes scheduled to avoid conflicts with other required graduation courses? (Suggest reviewing class schedules.)
- 5 ) Do school policies provide access to CTE courses for every student? (Suggest reviewing class schedule.)
- 6 ) Describe the program's strengths for enrollment and student-teacher ratio:
- 7 ) Describe the program's improvement opportunities for enrollment and student-teacher ratio:

**Standard Five - Equipment and Supplies**

- 1 ) Is the program adequately equipped to support the independent study needs of the largest class of students? (Suggest observing equipment/training stations.)

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- 2) Is a budget in place to purchase up-to-date equipment and supplies similar to those used in business and industry? (Suggest reviewing budget.)
- 3) Are equipment and/or tool inventories current and regularly updated? (Suggest reviewing equipment procedures.)
- 4) Are procedures established and funds provided for replacement and/or repair of malfunctioning equipment and/or tools? (Suggest reviewing equipment procedures-review long-range plan and/or budget.)
- 5) Describe the program's strengths for equipment and supplies:
- 6) Describe the program's improvement opportunities for equipment and supplies:

**Standard Six - Instructional Facilities**

- 1) Is facility adequate to ensure safety, privacy and quality training in relation to the program's objectives? (Suggest observing size and arrangement of classroom.)
- 2) Does the facility provide an environment conducive to learning and working? (Suggest observing for lighting, ventilation, noise, painting, repair work, etc.)
- 3) Are facilities arranged in a manner to maximize instructional function, supervision, class control and student safety? (Suggest observing classrooms.)
- 4) Is storage space functional and sufficient for instructional materials, supplies and equipment? (Suggest observing storage area.)
- 5) Is adequate office space and equipment provided? (Suggest observing office space and equipment.)
- 6) Describe the program's strengths for instructional facilities:
- 7) Describe the program's improvement opportunities for instructional facilities:

**Standard Seven - Safety and Sanitation Training and Practices**

- 1) Is appropriate safety and sanitation instruction planned, demonstrated and practiced in classroom activities? (Suggest reviewing safety procedures.)
- 2) Have appropriate measures been taken to protect students and instructor from contamination resulting in injury? (Suggest reviewing program's policies.)
- 3) Are classrooms, laboratories and storage areas arranged and utilized to emphasize safety? (Suggest observing facility.)

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- 4 ) Are regular safety checks of the department conducted? (Suggest reviewing safety checklists.)
- 5 ) Are eye protection policies and guidelines being implemented and followed? (Suggest observing written policies and signage.)
- 6 ) Describe the program's strengths for safety and sanitation training and practices:
- 7 ) Describe the program's improvement opportunities for safety and sanitation training and practices:

**Standard Eight - Program Advisory Committee and Community Relations**

- 1 ) Does the program's advisory committee meet twice a year and are minutes submitted to CTE? (Suggest reviewing advisory committee schedule.)
- 2 ) Does the advisory committee include representation from school personnel and appropriate community, business and industry personnel? (Suggest reviewing committee members list.)
- 3 ) Is information on program activities provided to audiences within the community? (Suggest reviewing program activities.)
- 4 ) Are recommendations from the advisory committee submitted to the school board/administration and are they acted upon and/or incorporated into the program? (Suggest reviewing recent recommendations.)
- 5 ) Does the instructor participate in community activities and civic organizations (Chamber of Commerce, County Fair, etc.)? (Suggest reviewing instructor's community involvement.)
- 6 ) Describe the program's strengths for program advisory committee and community relations:
- 7 ) Describe the program's improvement opportunities for program advisory committee and community relations:

**Standard Nine - Leadership Development Opportunities/Career and Technical Student Organization**

- 1 ) Is each student given the opportunity and encouraged to become an active member of FFA? (Suggest reviewing membership recruitment.)
- 2 ) Are FFA activities an integral part of the instructional program? (Suggest reviewing instructional materials.)
- 3 ) Is each FFA member provided the opportunity to attend and participate in local, state and national leadership, career and personal development activities? (Suggest reviewing chapter's participation requirements.)
- 4 ) Does the local FFA chapter conduct appropriate fundraising projects to support the activities of the chapter and provide members the opportunities to earn money to overcome any financial barriers keeping them from participating in program activities? (Suggest reviewing financial records.)

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- 5 ) Does the local FFA chapter hold an annual banquet inviting parents, school faculty and community to recognize students for their accomplishments? (Suggest reviewing banquet plans.)
- 6 ) Describe the program's strengths for career and technical student organizations:
- 7 ) Describe the program's improvement opportunities for career and technical student organizations:

**Standard Ten - Workplace Experience/Cooperative Learning Experience**

- 1 ) Does each student have the opportunity to participate in work-based learning (SAE program and job shadowing) related to program objectives? (Suggest reviewing work-based opportunities.)
- 2 ) Are parent/guardian permission forms and other appropriate documentation signed and on file for each student participating in work-based experiences or CTSO travel? (Suggest reviewing documentation.)
- 3 ) Is time provided in the instructor's schedule to coordinate work-based learning (including time to visit students and employers at the worksite)? (Suggest reviewing master teaching schedule.)
- 4 ) Describe the program's strengths for coordination activities:
- 5 ) Describe the program's improvement opportunities for coordination activities:

**Standard Eleven - Special Populations**

- 1 ) Is program prepared to respond to the needs of special population students? (Suggest reviewing instructional methods and adaptations.)
- 2 ) Is teaching/tutoring assistance available to special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)
- 3 ) Are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities)
- 4 ) Does the advisory committee provide input on innovative instructional techniques, learning systems and instructional aids as necessary for the success of special population students? (Suggest reviewing minute of recent meetings.)
- 5 ) Has program been successful involving special population students in career and technical student organizations? (Suggest reviewing CTSO membership.)
- 6 ) Describe the program's strengths for special populations:
- 7 ) Describe the program's improvement opportunities for special populations:

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**Standard Twelve - Educational Equity**

- 1 ) Does the program recruit and retain nontraditional students? Note: Equal access to your classroom is presumed. (Suggest reviewing classroom/laboratory environment, enrollment practices, enrollment and retention statistics and CTSO membership.)
- 2 ) Does the program ensure use of bias-free instructional materials? (Suggest reviewing texts, software and other media.)
- 3 ) Does the program's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)
- 4 ) Is the program's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)
- 5 ) Are students encouraged to participate in nontraditional occupational experiences? (Suggest reviewing job shadowing/internships/coop placements.)
- 6 ) Describe the program's strengths for educational equity:
- 7 ) Describe the program's improvement opportunities for educational equity: